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ABSTRACT

This paper describes an evaluation the 1988-89 implementation of the Resolving Conflict Creatively Program (RCCP), which began in Community School District 15 in Brooklyn (New York) as a collaborative effort with the city's board of education and other community school districts and agencies. The evaluation assessed RCCP components and the RCCP's impact on participating students, staff, administrators, and school climate. The RCCP focuses on conflict resolution and intergroup relations, shows young people non-violent alternatives for dealing with conflict, teaches children skills to make non-violent alternatives to conflict real in their own lives, increases students' understanding and appreciation of their own and different cultures, and shows children that they can play a powerful role in creating a more peaceful world. The RCCP includes a 20-hour training course for teachers, regular classroom instruction in creative conflict resolution based on a 10-unit curriculum, classroom visits by expert staff development consultants, and a student mediation component. The evaluation used data from a teacher survey, an administrator survey, a student achievement test for a representative sample of participating fourth through sixth graders, and peer mediation instruments. Results show that the RCCP provides exemplary services to participants in District 15 and has had a positive initial implementation in Districts 2, 27, and 75. Participants' had extremely positive assessments of all RCCP components. The RCCP had a positive impact on students, staff, and classroom and school climate. Children's attitudes and behaviors changed in positive ways as a result of their RCCP participation. The mediation component was successfully implemented and fostered more peaceful class and school environments. Included are three tables. (RLC)

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The Resolving Conflict Creatively Program: 1988-1989
Summary of Significant Findings

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The Resolving Conflict Creatively Program: 1988-1989
Summary of Significant Findings

I. Introduction

Metis Associates, Inc. was contracted by Community School District 15 and by the New York City Chapter of Educators for Social Responsibility (ESR) in cooperation with Community School Districts 2, 27 and District 75 (Citywide Special Education) to evaluate the 1988-89 implementation of the Resolving Conflict Creatively Program (RCCP). Specifically, the focus of the work was to assess the implementation of the various components of the RCCP and to appraise the impact of the program on participating students, staff, and administrators. This report contains a synthesis of significant findings from the evaluation.

A. Background of the Resolving Conflict Creatively Program

Started in Community School District 15 in 1985, the Resolving Conflict Creatively Program has developed as a collaborative effort of the New York City Central Board of Education's Office of Health, Physical Education and School Sports, Educators for Social Responsibility, and a number of individual community school districts. During the 1988-89 school year the program was implemented in Districts 2 (Manhattan), 15 (Brooklyn), 27 (Queens) and District 75 (Citywide Special Education). The program focuses on conflict resolution and intergroup relations. The objectives of the program include:

- showing young people nonviolent alternatives for dealing with conflict;
- teaching children skills to make nonviolent alternatives to conflict real in their own lives;
- increasing students' understanding of and appreciation of their own culture and of cultures different from their own; and
- showing children that they can play a powerful role in creating a more peaceful world.

The components of the RCCP program include: a 20-hour training course for teachers new to the program, regular classroom instruction in creative conflict resolution based on a ten-unit curriculum, and classroom visits by expert staff development consultants. The staff development consultants assist teachers in curriculum implementation by providing classroom demonstrations and other support services. During the 1988-89 school year, approximately 200 teachers and administrators participated in the Resolving Conflict Creatively Program.

During the 1987-88 school year, a student mediation component of the RCCP was established in Community School District 15. This component trains carefully selected groups of students in the skills of mediation so that they can serve as school mediators, helping to resolve disputes that arise among their peers. School-wide mediation programs were established in five elementary schools in Community School District 15.

B. Methodology

After collaboration with RCCP program developers and administrators, Metis Associates formulated an evaluation plan designed to assess the following:

- program implementation, including a description of how participants evaluate each of the components of the program - staff training, support provided by staff development consultants, the curriculum and the mediation component for students;
- the impact of the program on students, teachers, and classroom and school climate;
- the impact of the mediation component on students and school climate; and
- how to improve the program.

Information about the implementation and impact of the RCCP was obtained primarily through the administration of surveys to participating teachers, school-based program personnel, and administrators. The assessment instruments included surveys of teachers and administrators, and student achievement tests. These instruments were revised after their use during the 1987-1988 evaluation. Each of the instruments is described briefly below.

Teacher Survey. All 200 teachers who had participated in the program in 1988-89 were asked to complete a survey form. The instrument included questions about the effectiveness of the training sessions and of the staff development consultants, the usefulness of the curriculum, the extent to which the teacher has implemented the program, the perceived impact of the program on teachers, students, class/school climate, and ways in which the program might be improved. Approximately two thirds (65%) of the participating teachers returned completed surveys.

Administrator Survey. Administrators from each of the participating schools were asked to complete a brief questionnaire. The questionnaire focused on examining administrators' goals and expectations for the project and their perceptions of the impact of the program.

Student Achievement Test. A student achievement test was developed in order to assess the extent to which participating students increased their **knowledge of concepts** related to the RCCP curriculum. During June, 1989 a representative sample of 176 participating fourth, fifth and sixth grade students from District 15 were administered this twenty item written test. The instrument also contained questions designed to measure students' **conflict resolution behaviors** prior to and following their participation in the program. For comparison purposes, the test was also administered to matched control groups of 219 fourth through sixth graders who had not participated in the program.

Peer Mediation Instruments. As indicated earlier, during 1988-89, **peer mediation programs** were implemented at five schools in District 15 as part of the RCCP. At these sites, information related to the impact of the mediation component was obtained from several additional sources. Approximately 150 classroom teachers in the five schools with mediation programs and 11 school-based program personnel acting as special advisors to the student mediators were asked to complete brief surveys, as were their students. Finally, 143 student mediators completed surveys about their experiences with the mediation component and the extent to which they believed the program had affected their class/school climate.

Data collected from the various study instruments were subjected to a wide array of analyses - response frequency distributions, cross tabulations and, in the case of the achievement test results, to inferential statistical inquiry.

II. Findings

As indicated earlier, evaluation efforts focused on the implementation of the RCCP, staff training, support provided by staff development consultants and the curriculum itself. A discussion of the findings related to each of these areas follows.

A. Implementation of Core Components of the RCCP (Teacher Training and Classroom Curriculum Implementation)

Information about the implementation of the RCCP was gained primarily from the teacher survey. This section contains a discussion of how participants evaluated the implementation of each of the components of the program - staff training, the support provided by staff development consultants, and the curriculum. Data are included for the 129 participants who completed the teacher questionnaire.

Overall, 45.7 percent of the teacher respondents were from Community School District 15, 21.7 percent were from District 27, 16.3 percent from District 2 and 16.3 percent were from District 75 (Special Education). Nearly 82 percent of the responding sample was female; 18.1 percent were male. The majority of the respondents were elementary school teachers; 40.2 percent in kindergarten through grade three and 38.5 percent in grades four through six. In the aggregate, 32.6 percent of the respondents had one to five years of experience teaching; 29.5 percent had six to ten years of experience; 14 percent of the respondents had 11 to 15 years of experience; 10.9 percent had between 16 and 20 years; and 13.2 percent had more than 20 years of experience as a teacher. For approximately three quarters of the respondents, 1988-89 was their first year with the RCCP.

When asked which of the three components of the program they found to be the most important, equal proportions of the respondents (37.4 percent) cited the introductory training sessions and work with staff developers; 25.2 percent found curriculum implementation to be the most important aspect.

Various issues related to program implementation were addressed in the teacher and administrator surveys. In general, the data from both instruments reflect a program which was well received and implemented in accordance with its stated objectives. All responding administrators reported that they provided support and guidance in order to facilitate implementation of the program at their schools. Administrators reported monitoring project meetings for staff, assisting teachers to schedule time with staff developers and coordinating communication between project personnel and school-based staff. Administrators' surveys revealed that their initial goals and expectations about the project were in keeping with the program objectives: to teach children to solve conflicts, to learn to use mediation skills and to train teachers in conflict resolution in order to improve school climate. Having participated in the RCCP, most administrators would like to see the program expanded, and they appeared optimistic about the future of the RCCP in their own schools. The only problem regarding implementation reported by administrators was of a logistical nature - several respondents indicated that there simply weren't sufficient hours in the day to facilitate adequate scheduling and programming for the RCCP.

1. **Staff Training**: Approximately twenty hours of training were provided to each participating teacher new to the program. Teachers in each district typically attended a series of eight after-school sessions which were each roughly two and a half hours in length. Thirty to forty participants attended each session. Training addressed program philosophy, introduced teachers to the curriculum, taught creative conflict resolution skills, and showed teachers strategies for imparting these concepts and skills to students in their classes. Specific skills taught to teachers included such effective communication skills as active listening and the mediation process. Teachers who had participated in the program in prior years received support from RCCP staff developers upon request.

Overall, 88.5 percent of the teacher respondents rated the training sessions as very good or excellent. For example, participants' general satisfaction with this component of the RCCP may be seen in the following:

> "The training sessions were always lively, informative and interesting. I left each session with a feeling of hope, support and peace knowing that there are others who care. Education takes place when barriers are broken and trust is fostered."

Participants particularly noted that the trainers generally knew their material and provided sufficient opportunities for audience participation. In addition, participants agreed that the trainers responded appropriately to questions and communicated the content effectively. Participants indicated that the training sessions were well planned. Further, the respondents reported that the sessions were stimulating and motivating and included relevant examples and

activities. Respondents' comments about the training sessions revealed that for the most part, participants had extremely positive evaluations of the content and implementation of the sessions.

A few respondents indicated areas in which training could be strengthened; most comments indicated the desire for more RCCP services. Although the training sessions were highly praised, a small proportion of respondents recommended that sessions have fewer attendees. In this way, more individual attention could be given to participants and more areas could be covered. For example, as one participant noted, "I feel the training sessions should have had fewer people in attendance. If the group was smaller I think more material could have been covered." There was some evidence to suggest that the trainers did not allocate sufficient time to all content areas. For example, as one participant noted, "I would have liked to have a longer session devoted to cooperative learning. Other than that I thought the sessions were well organized." Approximately 12 percent of the respondents who provided additional written comments indicated that the introductory training sessions should cover areas in more depth. Similarly, approximately 12 percent indicated that they sometimes found it difficult to transfer concepts presented in the sessions to their work in the classroom. This may support the need for additional support from the staff development consultants.

2. **Support Provided by Staff Development Consultants**. As indicated earlier, staff development consultants guided teachers' efforts to implement the RCCP curriculum. During the 1988-89 school year, there were ten staff development consultants available to assist program participants; each participating teacher received ten days of visits from their staff developer. Seventy-eight percent (78%) of the respondents described their work with the staff development consultants as very good or excellent. Generally, respondents agreed that the staff developers helped to plan conflict resolution lessons, helped to improve their teaching of the conflict resolution curriculum and gave useful feedback about teaching the conflict resolution curriculum. Participants particularly noted that staff developers provided appropriate demonstration lessons and that the staff developer established good rapport with their classes.

The majority of teachers' comments praised the staff developers. Teachers characterized staff development consultants as supportive, organized, cooperative and flexible. Data from teachers' surveys indicate that scheduling more time with staff developers would be a priority among program participants. Respondents felt the staff developers were not available enough for planning and preparing lessons. This may be attributable to the great demands already made on staff developers' time. Notably, participants indicated that they needed more support from staff developers in two important areas: helping teachers to integrate conflict resolution concepts into other classroom lessons and facilitating monthly school meetings.

3. **Curriculum.** The heart of the RCCP is contained within its curriculum. The RCCP curriculum is comprehensive, and includes the following units: Peace and Conflict, Communication, Dealing Appropriately with Anger, Solving Conflicts Creatively, Cooperation, Affirmation, Preventing Prejudice/Celebrating Differences, Equality, Peacemakers, and The Future: A Positive Vision. The majority of respondents (67.2%) indicated that the overall implementation of the project curriculum was good or very good. According to teacher respondents, the curriculum units most frequently used were Communication (80.6%), Peace and Conflict (79.8%) and Cooperation (75.8%).

In the survey instrument, teachers were asked the extent to which they were providing conflict resolution instruction before and after receiving the curriculum, training, and project support services. Approximately 73 percent of the respondents indicated that before receiving the conflict resolution curriculum, training and support services, they were never or only sometimes providing conflict resolution instruction in their classes. Since the training, more than 51 percent of the teacher participants reported that they devoted approximately four to five classroom periods per month to teaching the conflict resolution curriculum; 20.9 percent indicated that they devote between six and eight lessons per month.

It was anticipated that teachers trained in the use of the RCCP curriculum would be able to incorporate conflict resolution ideas into other areas of instruction. Indeed, to some extent, nearly 85 percent of the teacher respondents indicated that they were able to infuse conflict resolution education into the rest of the curriculum.

B. Impact of the Core Components of the RCCP on Participating Students

This section contains a discussion of program outcomes related to changes in students' attitudes and behaviors and to students' improved mastery of program material.

1. Attitudinal and Behavioral Changes Among Participating Students

Some of the data related to students' attitudinal and behavioral changes are derived from teachers' perceptions included in the responses to the teacher survey. Table 1 summarizes the percentages of teachers who, to a moderate or a great extent observed particular attitudinal changes in students as a result of their participation in the RCCP. It can be seen in Table 1 that teachers perceived a number of positive attitudinal changes in their students as a result of their experience with the RCCP. The information contained in Table 1 clearly indicates that the program is having an **overwhelmingly positive impact on participants**. It can be seen in the table that:

- 70.9 percent of responding teachers have observed that to a moderate or a great extent, children are demonstrating less physical violence in the classroom;

- 66.3 percent of responding teachers have observed less name-calling and fewer verbal put-downs among children;

- 77.8 percent of responding teachers have observed more caring behavior among their children;
- 69.1 percent of respondents have observed an increased willingness to cooperate among children; and
- 71.5 percent of respondents have noticed that children have increased skills in understanding others' points of view.

Table 1

Attitude or Behavior	A great deal	Moderately	Total
less physical violence in the classroom	14.5%	56.4%	70.9%
less name-calling/fewer verbal put-downs	13.0%	53.7%	66.7%
increased use of put-ups/supportive comments	24.1%	38.9%	63.0%
increased willingness to cooperate	23.6%	45.5%	69.1%
more caring behavior	25.9%	51.9%	77.8%
increased skill in understanding other points of view	17.9%	53.6%	71.5%

Comments provided by many of the participating teachers confirm these perceptions. According to one teacher, " the children seem less aggressive, more willing to step back and hear the other person's view. One student has changed so much that he is no longer a 'hard to handle' child."

The student instrument (administered to students in District 15) contained questions designed to measure changes in students' behavior. Program participants were asked to describe the extent to which they performed certain behaviors (e.g., getting into fist fights, calling others names, using put ups, helping to solve a conflict, cooperating with others) prior to and following their participation in the RCCP. Preliminary evidence from this instrument reveals that, following their participation in the RCCP, substantial numbers of students report engaging in fewer fist fights and participating less in name calling. In addition, following participation in the RCCP, respondents report an increased use of put ups, and that they have helped to resolve more conflicts.

2. **Students' Mastery of Concepts Related to Conflict Resolution**

The achievement test was given to fourth, fifth and sixth grade students participating in the program and, as a comparison, to matched groups of students not involved with the program. The test was designed to measure students' understanding of basic conflict resolution concepts, skills, and the language associated with the theory. The test contained two subtests, each containing ten questions related to skills and concepts (the third section was designed to assess previously described attitudinal and behavioral changes). Students could attain a maximum total score of 20 points on the two subtests.

Table 2, below, summarizes for all students (grades four through six - control and experimental groups), the mean number of items correct on each of the two subtests and a mean total score. Statistically significant differences between scores for the control and experimental groups are denoted with an asterisk. Overall, program participants in grades four through six scored a mean of 15.03 on the exam, while control group students at these grade levels scored a mean of 12.38. The mean difference between the two groups' performance (2.65 items, or 13.25%) was statistically significant (i.e., the probability that as large a difference would occur by chance is extremely low). The most notable differences between the control and program students' performance were on Subtest I, which contained definitions of conflict resolution terms.

Table 2

Group	Subtest I	Subtest II	Total
Program (all grades)	7.12 *	7.91 *	15.03 *
Control (all grades)	5.29	7.09	12.38

Through their experience with the program, participants learned the meanings of words like conflict, active listening, mediator, and put-up. Students' ability to master these concepts were assessed by the multiple choice questions in Subtest I of the survey. It can be seen in Table 1 that, overall, program participants answered a mean of 7.12 items in the desired direction; control group students responded appropriately to a mean of 5.29 items.

An analysis of students' responses to the questions on Subtest I revealed that 80 percent of program participants correctly defined the word "conflict" as a disagreement as compared with 65 percent of the control group. Overall, two thirds of program participants were able to identify a key part of "active listening" as "keeping eye contact with the other person", as compared with only 32 percent of the control group students. More than 88 percent of program participants correctly defined a "mediator" as someone who helps people to solve conflicts; only 45 percent of the control group could identify the role of a mediator. Seventy-one percent of program participants were able to define "put-up" versus 49 percent of control group students.

The second part of the test consisted of ten true or false items related to conflict situations and conflict resolution. On most items in Subtest II, a greater proportion of program participants than control group students chose the desired answer. For example, overall, 67 percent of program students agreed that when a conflict arises, it is possible for everyone to win; only 35 percent of the control group students responded in this manner.

C. Impact of the Program on Participating Teachers

In one section of the teacher survey, participants were asked to describe the extent to which they have experienced changes in their attitudes and behaviors since their participation in the RCCP. Table 3 shows the percentages of respondents who reported that as a result of their participation in the RCCP, they have experienced positive attitudinal and behavioral changes to a moderate or to a great extent. It can be seen in Table 3 that the strongest program effects on teachers could be observed in three areas: improved attitudes about conflict and conflict resolution; an increased willingness to let young people take responsibility for solving their own conflicts; and increased understanding of individual children's needs and concerns.

Respondents offered comments about additional attitudinal or behavioral changes. These clustered in four majors areas: improved active listening, improved ability to help students to solve conflicts, increased knowledge of conflict resolution strategies, and increased use of such techniques in their personal lives. Respondents indicated that, since their participation in the RCCP, they have noticed improvements in their active listening and communication skills. As one teacher noted, "(I am) a better listener because of the course and have personally tried not to guess what people will say, but instead to listen to them." Similarly, several respondents reported an increased ability to help students to solve conflicts using mediation skills. As one teacher described:

Table 3

Attitude or Behavior	A great deal	Moderately	Total
my listening skills have improved	32.1%	51.8%	83.9 %
I have increased my understanding of individual children's needs and concerns	30.4%	58.9%	89.3 %
I have increased my use of specific conflict resolution techniques in the classroom	38.6%	49.1%	87.7 %
my attitudes about conflict and conflict resolution are more positive	51.8%	41.1%	92.9 %
my sensitivity to children whose backgrounds are different from my own has increased	25.0%	53.6%	78.6 %
my willingness to let young people take responsibility for solving their own conflicts has increased	39.3%	50.0%	89.3 %

" In the past I have felt frustrated and incapable of helping those with a great deal of anger. As a result of the RCCP training, I can clearly see that with the tools and insight I've gained, I can facilitate a solution."

Respondents indicated that, through their experience with the RCCP they have learned valuable conflict resolution techniques and strategies, thereby gaining confidence in their teaching styles. Many volunteered that they are using the techniques they learned through their RCCP training in their personal lives. Examples of these changes may be seen in the following: "I have more tools and methods with which to deal with classroom conflicts. I can use certain specific words which the entire class understands when a simple reference is made," and, "I now view conflict as something positive and not something which must be avoided at all costs."

Teachers, having completed their training, were asked what their next steps would be with regard to the goals of the RCCP. Forty-two percent of the responding teachers plan to continue to integrate the curriculum into daily classroom instruction and to improve upon their current techniques. Forty-two percent of the respondents indicated that in the next program year they plan to explore the curriculum with their students in a more in-depth manner. A small proportion of teachers (11.6 percent) indicated a desire for future

reinforcement from staff developers in order to learn additional strategies for infusing the curriculum. In addition to these plans, respondents expressed an interest in more involvement with the mediation component and with teaching mediation skills, expansion of the program to include other parents as well as additional grades and schools and in incorporating program concepts more into their personal lives.

D. Impact of the Program on Class/School Climate

More than 84 percent of the respondents reported that they noticed positive changes in their class climate attributable to the teaching of the conflict resolution curriculum. Respondents particularly noted that students are demonstrating an increased understanding of and sensitivity toward others and are using mediation skills. Teachers have observed that children in their classes appear to be increasingly aware of alternative ways to solve conflicts.

The most prominent examples of the positive impact that the program has had on class climate are seen in the following statements from teachers: "One student will usually remind students involved in a dispute that peaceful resolution of their conflict is possible. After that, the students are asked to leave the room and they mediate their dispute," "They respond to my 'I messages' in a more cooperative way. I feel more comfortable with letting my students see my feelings. They also feel they can express their own feelings freely, being accepted for doing so," and finally, "Students are much more mindful of not using put-downs. Also, students are much more in touch with their feelings and their reasons for getting angry."

Nearly 60 percent of the respondents reported that they had noticed positive changes in the school climate attributable to the RCCP. Many of the respondents who provided comments about changes in school climate indicated that the change was largely due to students using mediation skills. Teachers also experienced a sense of unity with other teachers as a result of their work with the RCCP. For example, in the words of one teacher:

> "The teachers and administration involved in the program are connected in a special integrated way which promotes and encourages a peaceful and amiable atmosphere in the school. There is a 'ripple effect' felt throughout the school community which is fostered through our conflict resolution program."

E. Implementation and Impact of the Student Mediation Program

As indicated earlier, during 1988-89, the RCCP offered student mediation training in five schools in District 15. In addition to their introductory training sessions, most faculty advisors to student mediators received two days of training in mediation techniques and in implementing the student mediation component. Further, a RCCP Mediation Coordinator provided ongoing support to faculty advisors at all schools with mediation components.

Groups of teachers, advisors, students and mediators were surveyed for their perceptions of whether and how the mediation component has made a difference in their school. The following highlights significant findings from survey analyses:

- there were **535 successful student mediations** - an average of 107 per school;
- 85.4 percent of the teacher respondents agreed that students in their classes have been helped through their contact with mediators;
- 85.2 percent of the teacher respondents agreed that mediators' participation in the mediation component has contributed to increasing the mediators' self-esteem;
- 98.2 percent of the teacher respondents agreed that the mediation component has given children an important tool for dealing with the every day conflicts that surface among students;
- 88.7 percent of the teacher respondents agreed that the mediation component has helped students take more responsibility for solving their own problems;
- of the surveyed students who have used a mediator, 84.5 percent indicated that mediation was helpful to them;
- 83.8 percent of the surveyed student mediators agreed that being a mediator has helped them to understand people with different views; and
- 83.7 percent of the surveyed student mediators agreed that being a mediator has given them skills they can use their whole life.

Advisors to the student mediators identified two major successes of the program: teaching children the valuable skills of the mediation process; and uniting children across cultures, grades and programs. Advisors to the mediators noted that there is a more peaceful atmosphere in the school and that students are aware that there are alternatives for conflict resolution. This idea was generally reinforced by participating teachers. According to one teacher, "because of the program and the efforts of the mediators, the school lunchroom is definitely a more peaceful place to be."

III. Conclusions and Recommendations

This report has summarized the major findings from the 1988-89 evaluation of the Resolving Conflict Creatively Program. Based on all data sources, it is apparent that the RCCP continues to provide exemplary services to program participants in District 15 and has

had a positive initial implementation in Districts 2, 27 and 75. Some noteworthy achievements of the 1988-89 program year include:

- participants' assessment of their program training, the curriculum, the support provided by school-based staff development consultants, and the various program-related special projects were extremely positive;

- there continues to be an observable and quantifiable positive impact on students, participating staff, and classroom and school climate;

- data from teachers' surveys reveal that children's attitudes and behaviors appear to have changed in positive ways as a result of their participation in the RCCP.

- the mediation component has been successfully implemented and has fostered more peaceful class and school environments.

The evaluation has provided a great deal of valuable information detailing the specific strengths and weaknesses of the various program elements. The data are intended to provide specific guidelines to program personnel for enhancing and shaping the program as it seeks further development and dissemination. Information from participating teachers' evaluations of and comments about the RCCP have helped to target areas in need of improvement. The following suggestions are offered in order to make this very successful program even stronger:

- There appears to be a need for more staff development time and more training sessions. Training additional staff developers would provide participating teachers with more support. Participating teachers indicated that they would like to receive more support from staff developers in two important areas: helping teachers to integrate conflict resolution concepts into other classroom lessons and facilitating monthly school meetings;

- An overwhelming proportion of respondents suggested that there be parental involvement with the program. It is important that children receive consistent reinforcement of the conflict resolution and relational skills they are learning and practicing in school.

Finally, many participants have requested that the program be expanded within each participating school and to other schools. Teachers stress that each school participating in the RCCP should engage a greater number of classes in the curriculum and training. In this way, the ideas of peace and cooperation would be encouraged at a school-wide level.